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ABSTRACT

This paper discusses the major components of Project Success, a nationally recognized learning disabilities (LD) support program on the campus of the University of Wisconsin Oshkosh. Its goals include: each student will become academically and socially independent; each student will graduate from the University of Wisconsin Oshkosh or some other postsecondary institution; and each student will maintain a cumulative grade point average of 2.5 or better. The Project Success language remediation program, social remediation program, transitional program, and academic year remediation program are described. Because of the remedial focus, this program is unique among the many programs for postsecondary LD students. An important goal is to raise the language and social skills of its participants to a point that they are capable of functioning independently within 2 to 7 semesters after entering the program. Its success is best reflected by the fact that to date 84 students have graduated from some other four-year postsecondary institution. Further, 71% of all students who have enrolled in the program have either graduated or are presently pursuing a baccalaureate degree. Appended are: a Project Success summer schedule; job descriptions for the director and associate director; copies of articles about the program; a course syllabus; and a course syllabus format. Contains 34 references. (Author/SM)

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Project Success–A Remedial Program for Postsecondary Learning Disabled Students

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AASCU/ERIC Model Programs Inventory Project

The AASCU/ERIC Model Programs Inventory is a two-year project seeking to establish and test a model system for collecting and disseminating information on model programs at AASCU-member institutions--375 of the public four-year colleges and universities in the United States.

The four objectives of the project are:

- To increase the information on model programs available to all institutions through the ERIC system
- To encourage the use of the ERIC system by AASCU institutions
- To improve AASCU's ability to know about, and share information on, activities at member institutions, and
- To test a model for collaboration with ERIC that other national organizations might adopt.

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Abstract:

In response to legal requirements of Section 504 of the *Civil Rights Act* and the dramatically increasing number of learning disabled (LD) students attending postsecondary institutions over the past 10 years, many postsecondary institutions have established LD support programs. The purpose of this paper is to describe the major components of Project Success, a nationally recognized LD support program on the campus of the University of Wisconsin Oshkosh. The first section of the paper outlines the major components of the eight week summer language and math remediation program and the service delivery component used during the academic year. The final section of the paper overviews the budget and administrative operation of the program including job descriptions of key personnel.

Project Success–A Remedial Program for Postsecondary Learning Disabled Students

Project Success, a nationally recognized program for learning disabled college students was established in 1979 on the campus of the University of Wisconsin Oshkosh by Dr. Robert T. Nash, a professor in the Department of Special Education. The goals of the program include: 1) that each student become academically and socially independent, 2) that each student graduate from the University of Wisconsin Oshkosh or some other postsecondary institution, and 3) that each student maintain a cumulative grade point average of 2.5 or better to ensure graduation. The success of the program is reflected by the fact that to date 84 students have graduated with 4-year bachelor of science or arts degrees from the University of Wisconsin Oshkosh or have transfered to another 4-year postsecondary institution and attained a degree. The purpose of this paper is to briefly outline the philosophical and educational foundations of Project Success and to describe in greater detail the major components of the program that have contributed to its accomplishments.

The Need for Postsecondary Programs for the Learning Disabled

The prevalence of learning disabled (LD) students attending postsecondary institutions has increased dramatically over the past 10 years since Section 504 went into effect. Recently, it was estimated that 14% of the 1.66 million (approximately 233,000) first-time college freshman were learning disabled. (Fishlock , 1987). In addition, Aksamit (1985) has estimated that there are presently 2 million students with learning disabilities in elementary and secondary classrooms, many of whom will desire to continue their education at a postsecondary institution. Clearly, the number of identified learning disabled students attending colleges and universities has not yet peaked.

There are three reasons for this increased number of learning disabled students in postsecondary education. First, because of Section 504, many postsecondary institutions have established programs aimed at accommodating the needs of learning disabled students (Blackburn & Iovacchini, 1982; Faigel, 1985; Putnam, 1984; Vogel, 1982), thus increasing their chances of success. Second, earlier diagnosis and remediation in elementary and secondary programs have helped many learning disabled students become more able to compete in the postsecondary academic environment than ever before (Aksamit, Morris, & Leuenberger,1987). Finally, for the learning disabled to attain employment commensurate with their intelligence in a competitive job market, a postsecondary education is becoming imperative (Allard, Dodd, Peralez, 1987; Faigel, 1985; Vogel, 1982).

In addition to the rapidly increasingly numbers of learning disabled students attending postsecondary institutions, the learning disabled population presents a unique problem among handicapped students–the invisibility of their disability (Stone, 1980; Vogel, 1982). Many instructors who would normally make educational adjustments for deaf, blind, or physically handicapped students may be less willing to accommodate learning disabled students, who for all outward appearances seem identical to their non handicapped peers. Also, some learning disabled students are unwilling to admit to others, and in some cases themselves, that they at times need special accommodations to enable them to succeed until it becomes too late, and they are on academic probation or suspension (Stone, 1980).

Today, almost all colleges and universities offer some form of academic support for learning disabled students. Unfortunately, the quality of support offered is far from satisfactory on many campuses (Faigel, 1985; Vogel, 1982). The vast majority of postsecondary programs for the learning disabled are tutorial in scope and offer their participants little if any *remedial* training in reading, writing, spelling, speaking,

mathematics, or social skills, areas of critical need for many learning disabled adults. Tutorial types of programs may be adequate for a small percentage of postsecondary students; however, many bright and talented learning disabled students still need extensive academic and social remediation if they are to succeed at the postsecondary level. The purpose of the remainder of this paper is to briefly outline the main components used in the Project Success program to *remediate* the academic and social/emotional needs of the college-aged learning disabled student.

Remediating the Language skills of the Adult Dyslexic

Reading educators have long debated over the most appropriate method for teaching beginning and remedial reading skills to school-aged children (Chall, 1983) Some experts such as Smith (1973) contend that because the purpose of reading is to convey meaning teachers should use a whole-word approach that emphasises that the learner memorize words as meaningful whole units and encourages students to use contextual clues to guess at the pronounciation of unfamiliar words. Other reading educators such as Chall (1983), Kitz (1988), Nash (1988), Liberman and Shankweiler (1985) contend that all readers, regardless of age must master the phonetic code of the language to be able to quickly and fluently decode unfamiliar words from print by accurately matching letters with their appropriate sound assignments (sometimes termed sound-symbol assignments).

Until recently there had been less debate over the appropriateness of teaching phonics to adult poor readers. Until recently, many reading educators believed that adult poor readers, because of their maturity and life-long language experiences bypassed the need for phonics instruction (Pennington, Lefly, Van Orden, Bookman and Smith, 1987). Although much of the reading research reported to date has been conducted with young children who experience failure in learning prereading and/or beginning reading skills, a few studies with adult poor readers have been

reported. Interestingly, the results of studies with both young and adult poor readers reveal strikingly similar deficiencies on one particular category of language skills–phonological skills (Byrne and Ledez 1983; Liberman, Rubin, Duqués and Carlisle 1985).

Liberman and her colleagues conducted a wide variety of studies designed to probe the language-related deficiencies of poor beginning readers. A review of research and theory led Liberman and Shankweiler (1985) to conclude that: a) learning to read depends on language-related skills that go beyond the primary abilities involved in producing and understanding spoken language, and b) most of those reading-related language skills are in the phonological, rather than the syntactic or semantic domains.

Research has shown that young poor readers lack even an awareness that printed and spoken words can be segmented into their syllabic and phonemic parts (Bradley and Bryant 1983; Fox and Routh 1980). Awareness of phoneme elements is harder to achieve than awareness of syllable elements, and develops later, if at all (Liberman, Shankweiler, Fischer, and Carter 1974). Lundberg, Olofsson, and Wall (1980) measured a large number of abilities in kindergarten children and found that ability to segment words into phonemes was the single most powerful predictor of future reading achievement. Morais, Cluytens, and Alegria (1984) found that, although poor readers were poorer than normal readers in segmenting words into parts, they performed as well as normal readers on a task requiring them to segment musical sequences into constituent parts. The Morais, et al. (1984) findings suggest that poor readers are not deficient in general analytic ability, but in analytic skills that are specific to phonology.

Less research has been conducted on the psychological processing skills of adult dyslexics; however, research evidence suggests that they exhibit psychological

processing deficits similar to those of dyslexic children. For example, Byrne and Ledez (1983) reported that the linguistic abilities of reading disabled adults were very similar to those found in children with reading problems "indicating that reading ability and metalinguistic skills are non-independent over a substantial development period." (p. 196)

Read (submitted) compared the decoding and verbal short-term memory skills of good (n=38) and poor (n=50) reading adults with similar IQs, educational opportunity and socioeconomic backgrounds and found that decoding was the best predictor of reading comprehension in adult poor readers. He further noted that the performance of the adult poor readers in his study closely resembled the performance of younger elementary-aged poor readers on similar measures reported in other studies.

Further evidence that phonological coding plays a major role in reading disability was provided by Pennington, Lefly, Van Orden, Bookman and Smith (1987). They formulated a developmental bypass hypothesis that predicts that: a) phonological coding skill develops early and orthographic skill develops over and extended period of years; b) adult reading and spelling performance correlate more highly with orthographic coding skill than with phonological coding skill, c) dyslexics should be able to bypass the deficit in phonological coding skill and close the reading and spelling gap by using orthographic coding skill, and d) differences between dyslexics and their nondyslexic controls on phonological coding should be observed early, but not late in development. To test this hypothesis, they compared the performance of dyslexic and nondyslexic subjects at three age levels (child, adolescent and adult) on several measures of phonological and orthographic coding skills. Contrary to their predictions, they found that: a) phonological coding skill continues to develop into adulthood b) phonological coding skill contributes to reading and

spelling performance in adulthood as well as adolescence, with the contribution being greater in adulthood, whereas orthographic coding skill did not contribute significantly at either age, c) dyslexics cannot bypass phonological coding and rely on orthographic coding to close the gap in reading and spelling performance, and d) phonological coding skill differences between dyslexics and their controls are greater in adulthood than in early development.

The Project Success Language Remediation Program.

The Project Success language remediation program is founded upon direct instruction and Simultaneous Multi-Sensory Instruction Procedures (SMSIP), a multisensory phonics program developed by Robert Nash (1988). This section briefly describes the major features of these educational components. For a more indepth presentation on these topics the reader is referred to Nash's (1988) teacher training manual.

Direct Instruction. For the purposes of this paper, a complete explanation of direct instruction procedures is not necessary, but several important points about this type of instruction should be emphasized. The general characteristics of a direct instruction approach include:

1. The use of teaching materials that are highly structured and that elicit a high proportion of correct student responses,
2. The provision of immediate academically oriented feedback,
3. The teaching of general case strategies for attacking and solving different types of problems (Becker, 1984), and
4. The teaching of letter/sound associations, segmenting and blending skills in early reading instruction (Engelmann & Carnine, 1982).

At first inspection, the direct instruction model appears to be a pure behavioral model, and it does indeed share some characteristics with behavioral

approaches. However, direction instruction differs from behavioral models in two distinct features: its use of a stimulus-locus approach and its analysis of cognitive learning (Becker, 1984; Tarver, 1986).

Unlike behavioral models, which focus on the response of the learner to the stimulus (sometimes termed a response locus), the direct instruction model focuses on the stimulus that is presented to the learner (stimulus locus). Thus the material presented to the learner is structured to the point of exact teacher wording, because concise logical communication is considered to be at the heart of effective teaching. New skills are taught using a model, lead, and test procedure in which the teacher first models the desired behavior, generally using a highly structured step-by-step approach, and then repeatedly leads the student through the same steps, giving help when necessary, before testing to determine if the student has mastered the task. This type of procedure provides continual feedback, which allows the student and the teacher to be constantly aware of the student's progress.

Simultaneous Multi-Sensory Instructional Procedures (SMSIP).

The concept of a SMSIP revolves around the simultaneous use of three of our five basic senses. Those three senses are: the visual sense, the auditory sense, and the combined kinesthetic-tactile sense. It is these three senses and only these three senses that the human being uses to learn, recognize, and use language across any and all basic examples of language function. The basic language functions as identified earlier are: reading, spelling, writing, doing mathematical operations, talking, and thinking. The most basic of all of these functions is talking.

Talking, that very significant human skill, seems to develop automatically for all humans between birth and age 5 or 6. With the skill of talking intact, the individual has in place the requisite antecedent behavior (RAB) for learning how to

read and spell. The RAB for learning how to read and spell words is the phonemic sound structure of the language.

Thus, for those who are dyslexic and/or otherwise language handicapped and who at the same time are deficit in their skill to read and spell words the needed remediation is clear. They need to be taught the language's entire phonetic structure by way of a SMSIP. This procedure can be exemplified by asking someone to write the letter (T) with the understanding that as they would start to write the letter on paper, that they would at that moment simultaneously say the letter's most common sound which is /t/. In the process of doing this, the person will simultaneously bring to bear the use of the only three senses we have for learning language, i.e. the visual, auditory, and kinesthetic-tactile senses.

The use of the SMSIP by a person who has been trained to memorize and teach the language's entire phonetic structure by way of a concept of direct and sequential instruction will allow that person to remediate the basic language deficits that plague the individual who is dyslexic. This kind of training is available each summer by way of the Project Success Teacher Training Program at the University of Wisconsin Oshkosh.

The Project Success Social Remediation Program.

As Putnam (1984) has pointed out, most postsecondary LD students exhibit poor self-concepts, social immaturity and inadequacies in social situations. Because of this, it is imperative for postsecondary LD programs to address the social needs of its clientele through an ongoing social skills program that is integrated with the program's academic components.

One major goal of the social skills component should be to raise the self-concept of the learning disabled student. Many postsecondary LD students are willing to work diligently to get good grades, but their poor self-esteem keeps them from achieving to

their full potential (Decker, Polloway & Decker, 1985). One very traditional approach that has been used successfully in a number of postsecondary programs is peer support group meetings (Dahlke & Schmitt, 1987). Each summer, after attending a number of these sessions in the Project Success transitional program (described in greater detail below), many students remark that they had never realized that other LD students had gone through many of the same painful social and academic experiences because of their learning disability that they had gone through. This realization, along with effective peer support and reassurance, is a critical beginning step along the way to increasing self-confidence. As the program grows and produces successful upper-level undergraduate and graduate LD students to lead these groups and provide role model leadership, the peer support groups become even more effective.

Building confidence is another aspect of increasing self-concept, and this again can be done in a number of different ways. Three methods are used in the Project Success summer transition program to meet this goal. First, all students are required to attend a one or two day Outdoor Adventure program which consists of a series of group problem solving, trust, and confidence building exercises in an atmosphere far removed from the classroom setting. A second activity, Toastmasters (Project Success has its own officially recognized club) provides students with an opportunity to make speeches and learn social skills from their peers. Finally, and most importantly, Project Success students are challenged with difficult and meaningful academic work. However, because the direct instruction component of the program provides for constant feedback and success, students begin to experience the feeling of academic achievement on a continued and regular basis.

The Project Success Transitional Program.

Initial testing and interview. All Project Success students (generally 50 each summer) enter the program by first participating in and passing the 8-week summer

transitional course. Traditionally the majority of entering Project Success students are 18-20 years old and have been found to have a learning disability at some time in their elementary or secondary school experience through the normal mulitdisciplinary team process. Occasionally, older "nontraditional" students who had never before been identified as learning disabled are admitted to the program. Whether previously identified as learning disabled or not, prior to program admission all subjects will have been tested by the program director or assistant director to determine their program entrance qualifications. Preadmission testing generally covers three areas: reading, spelling and mathematics skills. Standardized testing instruments include all subtests of the Wide Range Achievement Test (Jastak, Bijou, & Jastak, 1978) and the Boder Test of Reading Patterns (Boder, 1982). Intelligence testing is not done as a part of the normal preadmission's testing process; however, the majority of entering students have been tested during their elementary or secondary school experiences and those test results are recorded.

Students are selected to enter the program based on the following two criteria. First, they must score at or above the normal range of intelligence on standardized testing instruments such as the WISC-R (Wechsler, 1974). Second, standardized reading test scores on measures such as the Wide Range Achievement Test and/or the Stanford Diagnostic Test, must indicate at least a three year deficit in reading and/or spelling skills. Therefore all students admitted to the program have language-based learning deficits in the areas of reading and spelling. Traditionally, over the past six summers, entering students have scored at a mean grade level of 7.6 (with a range of 2.0 to 11.5) on the reading subtest and 6.5 (with a range of 1.8 to 10.0) on the spelling subtest of the Wide Range Achievement Test.

Students entering the Project Success summer program must also pass University of Wisconsin Oshkosh entrance requirements. Generally these

requirements include graduation in the top 50% of their high school graduating class and subject area requirements such as four years of English, three years each of science and mathematics, including algebra and geometry. The university generally relaxes several of the above requirements for approximately 30 of the 50 entering students based on the fact that at least one or more of the courses that many of them took in their learning disabilities programs were not parallel (and therefore probably not equivalent) with their high school's mainstreamed courses.

Historically, the mean composite ACT score of entering Project Success students is 19 and their mean percentile high school class graduating rank is 35. However, neither the ACT composite score nor high school rank has proven to be valid a predictor of college grades in that they explain only 14 and 19% respectively of the variance of program participants' cumulative grade point averages.

Overview of Summer Program Instructional Activities. All students admitted to the Project Success must first complete the eight week summer program (See Appendix A for daily program schedule). The major goal of the summer program is to increase the reading, spelling writing, mathematics and social skills of the participants. All academic instruction is carried out using a direct instruction teaching paradigm in which the teacher first models the desired task and then leads the student through the task on a step-by-step basis before testing the student for independent mastery of the task. In the first two weeks of the course, students learn and review many of the sound-symbol assignments of the English language. Knowledge of sound-symbol assignments is used during the next five weeks of the course (weeks 3-7) as students learn and practice SMSIP procedures for spelling and reading words. During weeks 3-7 student are also taught reading study skills including SQ4R (Survey, Question, Read, Recite, Write, Reread) and morphological analysis of prefixes, suffixes and root words.

The eighth week is used as a review and testing week. Treatment procedures for each time block, weeks 1-2, 3-7 and 8, are provided below.

Weeks 1-2. The major goal of instruction during weeks one and two is to increase students' knowledge and awareness of the sound-symbol assignments. Students work individually and in small groups for up to seven hours daily (Monday-Thursday) with trained Project Success staff members who use SMSIP procedures to teach the 328 reading sound-symbol assignment identified by Nash (1988). These assignments are taught in 22 groupings of approximately 12-22 sound-symbol assignments each. Group I sound-symbol assignments include such high frequency sounds-symbol assignments as the letters *th* making the /th/ sound as in *the* and *e* making the /e/ as in *he* and the /ə/ sound as in *the* , whereas Group XXII sound-symbol assignments include less frequently occurring ones such as the letters *mn* making the /n/ sound as in *mnemonic*. Students are generally required to learn two to three groupings (approximately 40- 60 sounds) each day.

In addition to sound-symbol assignment memorization, students are taught procedures to use the *Webster's Ninth Collegiate Dictionary* (1987) to analyze the sounds of common words. A good example of a dictionary exercise involves the word *believe*. Although the word *believe* contains seven letters, in pronouncing the word the speaker utters only five distinct sounds (b i l e v). Students learn to analyze words such as this by matching the letter or letters with their sounds. For example in the case of the word *believe* the letter *b* makes the /b/ sound, the letter *e* makes the /i/ sound, the letter *l* makes the /l/ sound, the letters *ie* make the /e/ sound, the letter *v* makes the /v/ sound and the final letter *e* is silent. Throughout the first two weeks students are required to analyze individual words and short sentences in this manner using the dictionary to confirm pronunciation.

Daily testing is used to monitor student progress. Students complete Cloze test exercises where they must identify the appropriate sound that a letter or group of letters makes in a particular word. Therefore at the end of day one, students should be able to correctly identify the 20 sound-symbol assignments included in Group I and the 21 included in Group II. In addition, using the dictionary, students are required to analyze the sound-symbol assignments of a group of 8-10 words. Constant review and testing of earlier sound-symbol assignments learned in earlier groupings occurs throughout the later stages of the first week and throughout the second week.

Weeks 3-7. During weeks 3-7 the focus of instruction turns from memorization of the sound structure of the language, to the teaching of SMSIP procedures using college level reading materials. SMSIP strategies are used in conjunction with the students' knowledge of sound-symbol assignments learned during the first two weeks of the course to enable them to decode unfamiliar words by analyzing the sound-symbol assignments in the same manner that they did in the exercise described above with the word *believe*. However, through use of direct instruction they will be taught precise strategies to enable them to blend individual sounds together to form recognizable words. Although blending can be a time consuming and laborious strategy for many poor readers, the goal is to increase students decoding rate through continuous practice exercises where they must decode lists of words (e.g. source, region, goal, patient, different) that are unrelated to each other by meaning to prevent contextual guessing.

Summer program instruction also emphasizes the generalization of reading skills to college level texts that students will be using in their fall semester classes. Instruction at this phase begins with repeated oral readings of selected 200-300 word passages. The purpose of requiring the students to read the passages several time out loud is to increase rate and fluency, elements necessary for effective comprehension (Chall, 1983a, LeBarge & Samuels, 1973; Perfetti, 1985; Perfetti & Lesgold, 1979). When

students encounter an unfamiliar word they are required to use the decoding strategies described above to analyze the word's sound structure and to blend the sounds together to read the word, using the dictionary to check pronunciation and meaning when necessary.

Students are also taught study skills to enable them to better understand their reading assignments. During the summer program students will be taught one such method known as SQ4R (Survey, Question, Read, Recite, Write) as described by Pauk (1985). Briefly, in this method students are taught to survey the contents of a chapter before reading it in its entirety by first reading the chapter's introduction and conclusion or summary. In the next step, students write questions, usually from the chapter's main and subheadings, that may be answered through reading the text. For example if a chapter's subheading was "Intrinsic Motivation," the student's question could simply be stated as "What is intrinsic motivation?" The students are then instructed to read the first section of the chapter, keeping in mind the question or questions that they have written previously about the section, and to recite out loud the answer to each question before writing it on their paper.

In addition to the SQ4R method described above, students are taught to use text chapter headings and subheadings to construct an outline for a chapter before reading the text. The purpose of this exercise is to improve student's ability to effectively survey a chapter and gain some understanding of its content before reading it. Students are also taught to "read" pictures and illustrations to increase their understanding of the printed text. Finally, and most importantly, throughout instruction, students are required to read, write and orally respond to questions in complete sentences.

The remainder of the instructional time in weeks 3-7 is devoted to a variety of topics. Students participate in math and writing courses to help them prepare for their

basic algebra and English classes that they will be taking in the fall. Algebra is taught throught the use of manipulatives in a direct instruction manner. To solve equations such as $2x + 7 = 28$, students are first required to "read" the equation out loud. They then write it in words as a complete sentence (e.g. Two times x plus seven equals twenty-eight.) and build a model of the equation from manipulatives before using a step-by-step aproach to solve the problem.

Similarly, written expression skills are taught using a brainstorm, organize, write, revise, rewrite approach. To facilitate revisions, students are taught basic computer word processing skills (See Kitz & Nash, 1984 for a more complete description of of the Project Success written expression program).

Week 8. The final week of the summer term is used to evaluate students' learning and to help them prepare for their transition into the fall semester. Student are tested on their knowledge of the sound-symbol assignments, efficient use of SMSIP procedures, reading comprehension, and spelling, written expression, and algebra skills. These tests are used to help Project staff evaluate student progress during the summer program and to aid them in making scheduling decisions for students' fall classes.

Academic Year Remediation Program.

Upon successfully completing the summer course, new student are allowed to enter the Project Success academic year program. During the fall and spring academic terms all Project Success students take a full time mainstreamed university class load of 12 credits. Project Success services during the academic semester consist of course-specific content tutoring in small-group and individual settings, time management assistance, test taking assistance (extra time with a trained tutor in a private setting) and most importantly SMSIP review and practice labs to enable students to increase

their reading, spelling, writing and speaking skill levels to the point of independence from the program.

Students are not limited to a specific number of hours of tutoring assistance each semester or week and some first year students attend as many as 8-10 hours of individual or small group tutoring sessions each week. However, many upperclass students, because of increased academic independence, as evidenced by improved reading and spelling levels and acceptable GPAs, use little or no Project services each semester. Conspicuous by their absence from program services are taped texts and the provision of class notetakers. Because the program is *remedial* in scope, such aids run contrary to its stated goals. Further, aids such as these promote academic dependence rather than independence.

Project Success academic year services include social remediation activities. A student-run organization, the Student Advisory Board (SAB), plans three major social activities each year. These activities include a fall dance, a Parent Day, and a spring picnic. Typical of these events is the Parent Day held each February. Activities for this event include an open house in which parents visit the Project Success office/work area and view language remediation demonstrations/tapes and student art exhibits. The day's second event is a variety show in which some of the students display their performing art talents. The final event is a banquet for students, parents, and university faculty and administration. This banquet typically serves 350-400 people and is completely planned and administered by Student Advisory Board members.

Besides a formally planned social activities of the SAB, Project Success also offers its participants peer support groups and individual social skills counseling. The goal of the group and individual counseling sessions is to help participants better understand and deal with the personal (e.g. low self-concept) and social issues related to their dyslexia.

Program Effectiveness.

The effectiveness of a program offering such diverse services as Project Success can be evaluated in many ways. One indicator of success is the degree to which program participant increase their reading and spelling skills after entering the program and participating in its many language remediation activities. Using this as an indicator, it can be stated that the mean reading and spelling gain of Project Success students is 1.5 and 1.1 grade levels respectively per academic year enrolled in the program.

However, another statistic more accurately reflects the real success of the program. Of the 280 students that Project Success has served since 1979, 71% have graduated from the University of Wisconsin Oshkosh or some other four-year postsecondary institution or are yet actively in the process of pursuing such a degree. Indeed, former Project students have gone on to transfer to and graduate from the University of Wisconsin Madison, the University of Minnesota, the University of Illinois, the University of Indiana and Arizona State University. The 84 graduates of UW Oshkosh and these other postsecondary institutions presently hold responsible positions in the fields of business and industry, law, human services, health and education.

Project Success Staff.

Professional Staff. The fulltime professional staff of Project Success consists of three members: the director, associate director and assistant director (see appendix A for complete job descriptions). Although each of these staff members shares overlapping responsibilities for student selection, remedial instruction, tutor training and supervision, and personal and academic counseling for participants, there exists some specific distinctions among their roles. The assistant director is generally in charge of tutor/student assignments and budgetary items related to managing the

$70,000 annual tutor payroll. In addition to academic and personal counseling, the associate director performs periodic program evaluation and review studies and monitors students' academic progress. The program director oversees the general remedial training component of the program including the training of new students and tutors and the development of course materials. Moreover, the director is responsible for student selection, testing and interviewing over 60 applicants each year.

Tutorial Staff. The Project Success Tutorial staff consist of 50 peer tutors (upper class undergraduates and graduate stdudents) each of whom work an average of 6-8 hours weekly throughout each academic term. There are three level(s) of tutors--Specialty, SMSIP and Organizational--distinguished by their training and responsibility (See Appendix C for complete Tutor Job Descriptions). Approximately 5-10 specialty tutors are hired each semester to tutor in specific, generally upperlevel, courses such as advanced accounting and biology. These tutors are trained to use direct instruction principles and procedures in their tutoring via a required 1 credit course; however they are not required or expected to provide language remediation instruction to their students.

The majority (approximately 35) of Project Success tutors are SMSIP trained, meaning that they have completed the two and three credit tutor training courses. (See Appendix C for course syllabii.) In addition to providing course-specific content tutoring to their students, these tutors assist student to use SMSIP procedures to read and spell words during tutoring sessions. The goal of these tutors is to help each student gain total academic and social independence through the use of appropritate remediation procedures.

Organizational tutors represent the final category of Project Success tutors. Besides completing the same training requirements as SMSIP tutors, organizational

tutors have received additional training and experience through inservice staff meeting and on-the-job tutoring experience. Each of the Project's 8-10 organizational tutors meets with 5-7 students (Upperclass students with acceptable GPAs are not required to meet with an organizational tutor) each week to 1) review currrent semester academic progress, 2) plan and organize the short and long-term study efforts, and 3) test students on knowledge and application of SMSIP procedures.

Budget.

The annual operating budget for Project Success of approximately $200,000 is distributed among the following general categories:

Professional Staff (2.5 FTE)**	$91,000*
Support Staff (Secretarial/Graduate Assistant)	30,000*
Tutor salaries	70,000
Services and Supplies	9,000
Total	**$200,000**

* inclucing fringe benefits @ 29%

** The director teaches a half time (.50 FTE) load in the University's Special Education department.

Funding for the program comes directly to the University of Wisconsin Oshkosh from the University of Wisconsin System budget as approved by the System Board of Regents.

Summary and Conclusions.

Because of the remedial focus of the program, Project Success is geninuely unique among the many programs for postsecondary learning disabled students. An important goal of the program is to raise the language and social skill of its participants to a point that they are capable of functioning independently within 2 to 7 semesters after entering the program. To do this, students are required to participate in a number of language remediation activities, beginning with the summer

transitional program, in which they thoroughly learn the sound structure of the English language and simultaneous multi-sensory instructional procedure to read and spell words. Social skill instruction and counseling are also important components of the summer transitional and ongoing academic year program.

The success of the program is best reflected by the fact that to date 84 students have graduated from the University of Wisconsin Oshkosh or have transferred and graduated from some other four-year postsecondary institution. Further, 71% of all student who have ever enrolled in the program have either graduated or are presently pursuing a baccalaurate degree.

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Summer Schedule

Weeks 1-2
Monday-Friday

8:00-11:20 Study Hall/ Testing/Small group classes

11:30-12:30 Lunch

12:40-2:50 Study Hall/ Testing/Small group classes

3:00-4:00 Special Topics (selected days on a to be announced basis)

4:10-6:00 Dinner

6:00- Individual/small group independent study

Weeks 3-8
Monday-Friday*

8:00-9:00 General Study Hall

9:10-10:10 Math or Written Expression or SMSIP or SMSIP text application**

10:20-11:20 Math or Written Expression or SMSIP or SMSIP text application

11:30-12:30 Lunch

12:40-1:40 Math or Written Expression or SMSIP or SMSIP text application

1:50-2:50 Math or Written Expression or SMSIP or SMSIP text application

3:00-4:00 Special Topics (selected days on a to be announced basis)

4:10-6:00 Dinner

6:00- Individual/small group independent study

* No classes will be held on Friday, August 4, 1988 (Summer Classes end on August 3rd)

** Students will be scheduled to take one of these courses during each of the four time blocks listed.

Position: **Director**

Unit: Project Success, University of Wisconsin Oshkosh

Job Duties:

Program Continuation (New student applicants)

1. Interview and test prospective program applicants

Program continuation (training tutors/students) (17 credits annually)

1. Plan and teach 16-100 course each summer (3 credits)
2. Supervise planning of 11-101 & 11-102 each summer (2 credits)
3. Plan and teach 16-422 course twice yearly (4 credits)
4. Plan and teach 16-423 course twice yearly (6 credits)
5. Plan and coordinate and teach participant remedial reading and spelling labs each semester [2 credits (proposed)]

Tutor/staff Supervision/Inservice training

1. Assist in planning and coordinating tutor/staff supervision activities
2. Perform 30-45 tutor supervisions and follow-up conferences each semester
3. Assist in planning and coordination of tutor/staff inservice training

Research, Publication and Program Evaluation

1. Plan and coordinate appropriate program evaluation activities on program effectiveness.
2. Conduct/and or assist in conducting appropriate research measuring effectiveness of educational components of programs
3. Prepare or assist in preparing program related publications

Budget Planning

1. Oversee annual budget
2. Assist in formulating long-term budget plans to ensure program continuation

University/Community relations

1. Give presentations to interested university and community groups
2. Attend appropriate university committee meetings
3. Inform faculty of Project activities
4. Provide professional advice presentations regarding dyslexia to interested companies and agencies
5. Work with UW Oshkosh Foundations office on Project Success parent contributions to the Project Success foundation account

Parent Relations

1. Assist in coordinating Parent Weekend activities with Project's Student Advisory Board
2. Make presentations at high school college night functions
3. Respond to parent requests (in compliance with Buckley Amendment rights) regarding their son/daughter's academic progress

Educational Materials Development

1. Take major leadership responsibility for developing appropriate multisensory direction instruction reading and spelling materials and procedures
2. Take major leadership responsibility for developing appropriate audio and video cassettes to accompany reading and spelling instructional materials.
3. Take major leadership responsibility for developing appropriate tutor training tapes

Tutor Recruitment/Initial training

1. Plan tutor recruitment activities
2. Interview and hire tutors
3. Provide initial tutor orientation and training

Individual educational Programming

1. Plan and coordinate individual education programming activities

Supervise small group instructional activities

1. Supervise math, English and other small group lab experiences

Academic/Personal counseling

1. Counsel students with personal concerns and if necessary direct them to the appropriate university or community agency for further assistance
2. Provide limited academic counseling advising

Position: **Associate Director**

Unit: Project Success, University of Wisconsin Oshkosh

Job Duties:

Assist program director as assigned and necessary with the following duties:

Program Continuation (New student applicants)

1. Assist in interview and testing of prospective project success student applicants

Program continuation (training tutors/students) (17 credits annually)

1. Assist in planning and teaching 16-100 course each summer (3 credits)
2. Assist in planning and teaching of 11-101& 11-102 each summer (2 credits)
3. Assist in planning and teaching of 16-422 course twice yearly (4 credits)
4. Assist in planning and teaching of 16-423 course twice yearly (6 credits)
5. Assist in planning, coordination and teaching of program participant remedial reading and spelling labs each semester [2 credits (proposed)]

Tutor/staff Supervision/Inservice training

1. Plan and coordinate tutor/staff supervision activities
2. Perform 30-45 tutor supervisions and follow-up conferences each semester
3. Plan and coordinate tutor/staff inservice training

Research and Program Evaluation

1. Plan and coordinate appropriate program evaluation activities on program effectiveness.
2. Conduct appropriate research measuring effectiveness of educational components of programs
3. Prepare or assist in preparing program related publications

Budget Planning

1. Oversee annual budget
2. Formulate long-term budget plans to ensure program continuation

University/Community relations

1. Give presentations to interested university and community groups
2. Attend appropriate university committee meetings
3. Inform faculty of Project activities
4. Provide professional advice/presentations regarding dyslexia to interested companies and agencies

Parent Relations

1. Assist in coordinating Parent Weekend activities with Project's Student Advisory Board
2. Make presentations at high school college night functions
3. Respond to parent requests (in compliance with Buckley Amendment rights) regarding their son/daughter's academic progress

Educational Materials Development

1. Assist in developing appropriate multisensory direction instruction reading and spelling materials and procedures
2. Assist in developing appropriate audio and video cassettes to accompany reading and spelling instructional materials.
3. Assist in developing tutor training tapes

Tutor Recruitment/Initial training

1. Plan tutor recruitment activities
2. Interview and hire tutors
3. Provide initial tutor orientation and training

Individual educational Programming

1. Meet individually with 65-70 students each semester to plan academic schedules and tutoring needs for ensuing semester

Academic/Personal counseling

1. Counsel students with personal concerns and if necessary direct them to the appropriate university or community agency for further assistance
2. Provide limited academic counseling advising

Maintain Program Computer Database

1. Semester and Cumulative grade point averages
2. Current reading and spelling levels of all participants
3. Prospective Applicant files

Assist with student tutor assignment loads

1. Help prepare and modify as necessary student/tutor assignment plans

Supervise small group instructional activities

1. Supervise math, English and other small group lab experiences

Computer/word processing training

1. Train students/project personnel in use of word processing and other computer skills
2. Oversee equipment maintenance and repair
3. Plan future computer use and equipment needs

Academic/Personal counseling

1. Counsel students with personal concerns and if necessary direct them to the appropriate university or community agency for futher assistance
2. Provide limited academic counseling advising

Position: **Assistant Director**

Unit: Project Success, University of Wisconsin Oshkosh

Job Duties:

Course examinations (student)

1. Oversee tutor coverage for program participants' course examinations
2. Maintain test security of examinations taken by program participants
3. Maintain positive relations with faculty regarding the sensitive area of handling examinations outside the classroom

Tutor Training

1. Conduct non credit initial employment and inservice training experiences for specialty tutors

Student/tutor-small group assignments

1. Take major responsibility for tutor student assignments
2. Amend tutor student assignments throughout semester to provide best possible use of program personnel and financial resources

Tutor Supervision

1. Assist director and associate director as necessary with ongoing tutor supervision activities

Supervise small group instructional activities

1. Supervise math, English and other small group lab experiences

Program Continuation/Public relations

1. Make invited presentations at area and out of state "college Night" programs for learning disabled students
2. Make invited presentations in university classes (informational/tutor recruitment)

Provision of expanded academic day services

1. Provide evening supervision for test taking and tutoring services Monday-Thursday.

Individual educational Programming

1. Meet individually with 65-70 students each semester to plan academic schedules and tutoring needs for ensuing semester

Research and program evaluation

1. Assist director and associate director with program evaluation and research activities.

Summer Program activities

1. Assist director and assistant director with planning and material development for summer program
2. Take leadership role in the planning and teaching of the 11-101 math and/or 11-102 written expression course

Maintain Program Computer Database

1. Tutor/student assignments
2. Student academic schedules
2. Tutoring hours
3. Parent/student addresses
4. Tutor payroll budget

Academic/Personal counseling

1. Counsel students with personal concerns and if necessary direct them to the appropriate university or community agency for further assistance
2. Provide limited academic counseling advising

PROJECT SUCCESS (PS)

Project Success (PS) is an academic and social remediation program for the college-bound specific language-handicapped or dyslexic student. The intent of the program is for the language-handicapped student to become language-independent as well as socially and psychologically adjusted to the new environment.

Becoming language-independent means that the dyslexic individual learns how to read and spell any word by relying on his or her own integrated knowledge of the phonemic structure of the American-English language. Students in PS acquire this knowledge initially by memorizing how the 50 phonemes and 26 letters can be employed to identify 271 sound symbol assignments for reading and 245 sound symbols assignments for spelling.

This total number of assignments for both reading and spelling are taught using a multisensory approach. The instructional methodology used is Nash's (1984) adaptation of the original Orton Gillingham, Tri-Modal, Simultaneous Multi-Sensory Instructional Procedure (OG, TM, SMSIP). This procedure trains the learner to use the senses simultaneously to memorize and to integrate up to 84% of all American-English words. In addition to reading and spelling remediation, the program remediates math and writing deficits. There is also a social habilitation program.

The written expression program concentrates on teaching the writing of sentences as outlined by Langan (1983). The social habilitation/remediation component of PS was developed to give students an opportunity to give back to fellow students what they have received in a therapeutic, personal, and productive way. As students go through the PS social component, they learn about the secondary characteristics associated with dyslexia. In addition, students have the opportunity to enhance their sense of self-awareness and to be more sensitive to the psychosocial implications of being dyslexic.

The project's arithmetic remediation component assumes that the carrying out of math functions is an exercise in decoding. Thus students who are deficient in math skills are taught to analyze a math problem into a sequence of sentences; each sentence is representative of a particular step or procedure associated with the solving of a particular math problem.

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deficits of elementary, secondary, and postsecondary stude
Oshkosh, WI: Robert T. Nash Language Training School.

Robert T. Nash
University of Wisconsin,
Oshkosh

IN THIS ISSUE: THE FALL SURVEY OF EDUCATION, SECTION 12

"All the News That's Fit to Print"

The New York Times

Weather: New York, mostly sunny and fair. Midwest, mostly sunny and fair. South, mostly sunny and fair. West and Southwest, widespread rain with snow in higher elevations. Details are on page 28.

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The New York Times

Section 12
November 13, 1983

EDUCATION

FALL SURVEY

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EDUCATION ABROAD

Raising Dyslexics to the College Level

By JOY LEWIS

OSHKOSH, Wis.

WHEN Mary Knepiel entered the Project Success program at the University of Wisconsin here in the summer of 1981, she was, like most freshmen, 18 years old. But unlike most freshmen, she was still reading at the fourth-grade level. Moreover, her spelling and word order were so mixed up that it took hours to read her letters. She lacked self-confidence, was afraid to talk to anyone and had few friends. She was dyslexic.

Now she's reading at the 11th-grade level, her letters home are legible and she speaks confidently about the "new" Mary, plans a career in teaching learning-disabled students and can spell words like "yesterday" and "tomorrow."

"For years, people tried to teach me how 'tomorrow' was spelled," the Saukville, Wis., student recalled. "But it never came out. I never believed I could learn a reading and spelling method that would enable me to do college work."

Glenn Burrows, 21, of Battle Creek, Mich., is also dyslexic and a poor reader. He came to the Project Success program for dyslexics this year after having failed in industrial electricity at a community college. "Reading is very frustrating," he said. "Books have not been a good experience." Although he is new to the intensive reading and writing program, he can already look to his first success. "I went to the library and it took me 15 minutes to decipher one quote. But I did it. A few months ago it would have been impossible."

Project Success was created by Dr. Robert T. Nash, associate professor of special education at the University of Wisconsin-Oshkosh. He describes it as "a program for specific language-disabled adult dyslexics who are academically able and have demonstrated determination to succeed but have experienced problems in reading, spelling, writing and/or speaking."

Dr. Nash knows firsthand the frustration of dyslexia: he has it. He had to rewrite his doctoral dissertation 13 times because of poor word order and spelling mistakes.

Dyslexia is a specific language disability, affecting an estimated 5 to 15 percent of the general population; four of every five of those affected are males. Dyslexic children and adults have trouble making sense out of written language. They are not retarded, emotionally disturbed or brain-damaged. In fact, many are exceptionally bright. Thomas Edison and Nelson Rockefeller, for example, were dyslexic.

Problems common to dyslexics may include reading backwards so that "was" becomes "saw," reversing letters and numbers, confusing right and left, leaving out words when writing or talking, illegible handwriting and having trouble finding the correct words when speaking.

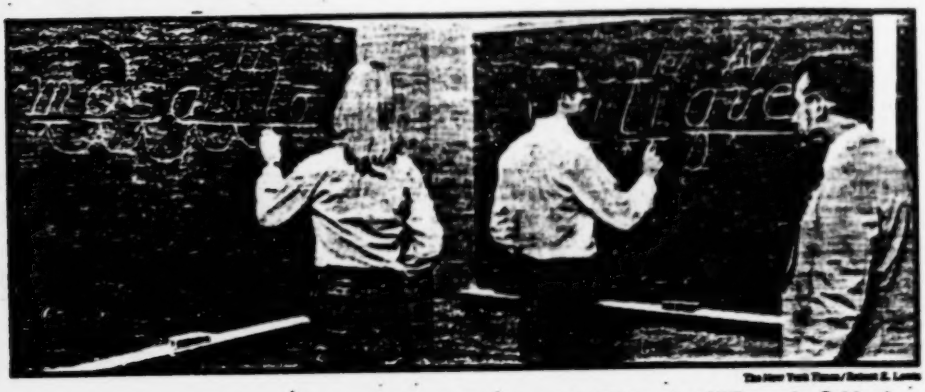
Although many of the nation's post-secondary schools have remedial programs for learning-disabled students, most only consist of having a few reading tutors on the staff, according to Dr. Drake Duane, a Mayo Clinic neurologist who is an expert in diagnosing learning disabilities and a long-time member of the National Joint Committee on Learning Disabilities. Dr. Duane said that only a handful of post-secondary schools had as intensive remediation and tightly supervised language-training programs for dyslexic students as did Project Success. Among these, he said, are the University of Southern Illinois in Carbondale, and Barat College in Lake Forest, Ill.

Dr. Nash said that Project Success stood out in terms of the scope of its program. "Frankly, I don't know any university that is doing what Project Success is doing," he said. The program began at the University of Wisconsin-Oshkosh in 1979 with nine students. Eighty dyslexics are now in the program, which charges no special fee, and there is a waiting list. Most are 18 to 21 years old. All are tested and interviewed before being accepted. About 70 percent are from out of state. They take courses within the university's four colleges — Letters and Science, Education and Human Services, Nursing Education and Business — but receive one-to-one tutoring, counseling and special instruction to master basic language skills.

"Dyslexia is not that difficult to remediate if dyslexic individuals are given the

The New York Times

Dr. Robert T. Nash created Project Success program for dyslexics.



The New York Times/Robert E. Lewis

Dr. Nash works with Barbara Patterson and Glenn Burrows at the University of Wisconsin, Oshkosh.

proper train." Dr. Nash said. One of those tools is the Orton-Gillingham Tri-Modal method, named for Dr. Samuel P. Orton, a neurologist who pioneered in the 1930's in diagnosing and learning how to overcome dyslexia, and Anna Gillingham, a teacher, who was one of the first to teach learning-disabled students. Tri-Modal represents an approach to learning the 48 specific sounds of American English known as phonemes, such as the "M" of mat or the "B" of bat.

Learning, according to Dr. Nash, comes best through the integrated, coordinated use of the senses of sight, hearing and touch — in other words, see it, hear it, write it. This simultaneous engagement of several pathways to the brain strengthens the memory for automatic recall of associated sound — to letters or letter patterns.

A characteristic of dyslexia is the inability to remember whole, printed words. The dyslexic may learn by mastering first the simple phonetic units and next the process of synthesizing (or blending) them into words and sentences that carry meaning.

In addition, students must memorize 258 "sound-symbol assignments" for reading words and 214 sound-symbol assignments for spelling words. These assignments represent the use of the 48 phonemes. With the mastery of phonemes and the corresponding sound-symbol assignments, students can systematically read and spell up to 45,000 words.

Nearly all Project Success students reach 11th- or 12th-grade reading levels by graduation. As of last May the combined grade point average for all Project Success students was 2.41.

An integral part of Project Success are the 25 tutors, graduate and undergraduate students, who tutor each of their students about five hours a week. They are also present when the students take exams — outside the classroom, with their professors' permission. There is no time limit on the exam. "Tutors do not do the students' assignments or give them exam answers," Dr. Nash emphasized. "They only assist them in understanding the questions."

Another important part of Project Success is social remediation. "Many dyslexic individuals have poor social skills, mainly because of their history of academic failures and, hence, tremendous lack of self-esteem," Dr. Nash explained. To increase their social skills, Project Success holds three informal social events annually such as a Christmas party, sporting event or picnic. Dr. Nash and the tutors also give their students individual counseling when needed on such topics as personal appearance, shaking hands assertively or relaxing in the presence of strangers.

"We've found that a lot of their social awareness starts away as their language skills improve," Dr. Nash said. Barbara Patterson, 28, of East Rockaway, L.I., is an example of a dyslexic person who once was so frustrated by her poor school performance and "verbal reading" that she withdrew from her schoolmates and even her family. "I had no friends — not even one," she recalled. "I rarely spoke. All I did was shake my head yes or no, or maybe mumble a short answer. Everyone blamed my school and behavior problems on my epilepsy. Finally, in my senior year, I was diagnosed as being dyslexic. I'll never forget the time I came home after my first semester in Project Success. My parents were in total shock. I wouldn't stop talking. It just was so great to realize I could learn, do well academically and make friends."

Paul Macten, 22, a junior from Markham, Ill., majoring in criminal justice, said he got through high school because of his athletic abilities but that his second-grade sister could read better than he could. He got to college because his mother found out about Project Success and was determined that he earn the college degree and make family history. "I used to think I was only a big strong dummy," Paul said. "I couldn't read or write. But now I can read newspapers and textbooks. I'm proud of myself. I'm not ashamed anymore. I can walk with my head up high."

COPY

SYLLABUS --16-422/622
Teaching the Sound Structure of the English Language

INSTRUCTOR: Dr. Robert T. Nash
OFFICE: Nursing Education 27
OFFICE PHONE: 424-1033

December 20, 1988

A. Course Description:

The course emphasis will be on learning the sound system of the English Language by memorization of its decoding (reading) and encoding (spelling) sound symbol assignments and on the use of direct instruction multi-sensory techniques developed to teach the sound structure to students with dyslexia and other related disabilities.

B. Required Text/Course Material:

1. "Grey Box" of Sound Cards, "A Direct Instruction Simultaneous Multi-Sensory Paradigm for Teaching an Integrated Reading/Language Arts Program". (Available through the University Book Store.)

2. Grey Project Success Binder. (Available through the University Book Store.)

3. Other Handouts--these will be provided by the instructor, and the cost of some will be the actual xerox cost of these materials.

4. The 1987 edition (or later) of Merriam-Websters, 9th New Collegiate Dictionary.

C. Course Objectives:

1. Students will demonstrate oral and written mastery of 327 sound symbol assignments for decoding words and 300 sound-symbol assignments for encoding words at a 100% criterion level of performance.

2. Students will demonstrate mastery of scripts using appropriate multi-sensory and direct instruction presentation techniques for teaching reading and spelling sound cards and the encoding and decoding of words.

3. Students will demonstrate 100% mastery on oral and written exercises requiring knowledge and application of standard dictionary syllabication and diacritical markings.

4. Students will demonstrate 100% mastery on sound card and dictionary integration activities including phonemic analysis of technical content area vocabulary word lists, sentences and passages.

D. Course Assignments:

A handout on daily assignments and study guides will be made available on the first or second day of the course.

E. Evaluation/Grading:

A students evaluation for assigning a letter grade will be determined by criterion (performance/standards) on the following tasks:

Activity/Area	Weight	Criterion Performance Standard for a Specific Letter Grade
1. Oral Reading Sound Card Test	10%	A-100%, B-96% C-90%
2. Oral Spelling Sound Card Test	10%	A-100%, B-96% C-90%
3. Written Spelling Sound Card Test	10%	A-100%, B-96% C-90%
4. Written Reading Sound Card Test	10%	A-100%, B-96% C-90%
5. In Class Performance Evaluations		
a) Teaching Spelling Sound Cards	20%	A-100%, B-96% C-90%
b) Teaching Reading Sound Cards	20%	A-100%, B-96% C-90%
6. Dictionary and Text Application Exercise	20%	A-100%, B-96% C-90%

COPY

Syllabus : 16-422/622 January 3, 1989

Dr. Robert T. Nash
N/E 26 Project Success
424-1033

Day 1 : **Text**- pp. 1 through 12 to II.
Reading Cards - # 1 through #23.

Day 2 : **Text** -pp. 12 (II) to 25.
Reading Cards - # 24 through # 47.

Day 3 : **Text** - Sound System- pp. 4 through 8 to II.
Reading Cards - #48 through # 74.

Day 4 : **Text** - Sound System pp. 8 (II) through 14.
Reading Cards - # 75 through # 100.

Day 5 : **Text** - SMSIP- entire chapter.
Reading Cards - #101 through # 124.

Day 6 : **Text** - Direct Instruction, pp1 through 5.
Reading Cards -#125 through #129.
Spelling Cards -# 1 through #3.

Day 7 : **Text** - Direct Instruction pp. 12-16.
Spelling Cards - #4 through #12.

Day 8 : **Text** -Dictionaries , pp. 1 through 10.
Spelling Cards - # 13 through # 24.

Day 9 : **Text** - Handouts.
Spelling Cards - # 25 through # 38.

Day 10: **Text** - Handouts.
Spelling Cards - # 39 through # 54.

Day 11: **Text** - Handouts.
Spelling Cards - # 55 through # 57.

Day 12: **Practice, Review, Project Presentations.**

Day 13: **Review for exam, Project Presentations.**

Day 14: **Final-Test Out.**

2/2/89

College of Education and Human Services
University of Wisconsin Oshkosh
Oshkosh, Wisconsin

COURSE SYLLABUS FORMAT

I. NAME: Robert T. Nash
OFFICE: N/E 27
PHONE: 424-1033

II. Course Number 16-423/623

III. Course Title Direct Instruction Multisensory Methods for Teaching Decoding and Encoding

IV. Credits 3

V. Course Description (exactly as it will appear in the UWO Bulletin)

The content of this course is designed to train individuals how to teach both decoding (reading) and encoding (spelling) to dyslexic students by means of direct instruction and appropriate practice strategies. Issues associated with dyslexia and related reading disabilities will be discussed. The emphasis will be on instruction that uses teaching methods to teach word meaning using the Simultaneous Multi-Sensory Paradigm. Additionally, the course is designed to meet the methodological needs of current and future teachers who work with or anticipate working with students who have difficulty learning to read and/or spell, whether they have been diagnosed as dyslexic or not. (Prerequisite: 16-422/622)

VI. Prerequisites: 16-422/622

VII. Class Hour Breakdown (indicate appropriate percentages)

Lecture	50%	
Lab		
Problem Hour		
Discussion	10%	
Other (specify)	40%	Peer tutoring/ in-class presentations

A. Course Objectives (state in specific measurable terms -- student orientation)

1. Students will demonstrate knowledge of the term dyslexia" and its implications relating to remediation.

2. Students will demonstrate mastery of beginner, intermediate and advanced scripts for decoding and encoding individual words, using appropriate multisensory and direct instruction presentation techniques, through supervised in-class peer teaching.

3. Students will demonstrate mastery in the teaching of word meaning and its relationship to phonological automaticity and morphology using multisensory procedures through in-class presentations.

4. Students will demonstrate mastery in the teaching of general study and organizational skills as instructional tools to relate previous learning to new concepts through in-class presentations.

5. Students will demonstrate mastery in integrating decoding and general study skill techniques into traditional textbook materials at their teaching level.

B. Text(s) -- Instructional Materials

Required: Reading and Spelling Sound Cards

The text consists of chapters in a handout form, reading and spelling sound sheets, and sound card teaching scripts

Required: Selected handouts; approximate cost: $5.50.

Suggested: Carnine, D. & Silbert, J. (1979). *Direct instruction reading*. Columbus, OH: Charles E. Merrill Publishing Company.

Pauk, W. *How to study in college*. Boston: Houghton Mifflin.

C. Topical Outline

I. Dyslexia
   A. Definitions
   B. Medical research
   C. Psychological/social implications

II. Using scripted encoding and decoding teaching presentation formats
   A. Encoding
      1. Beginning,
      2. Intermediate
      3. Advanced

   B. Decoding
      1. Beginning,
      2. Intermediate
      3. Advanced

III. Word Meaning

A. Automaticity word meaning
   1. relationship between comprehension and automatic knowledge of the sound-symbol assignments.
   2. short-term memory/long-term memory

B. Morphological analysis
   1. Semantic Feature Analysis
   2. Semantic Map
   3. Semantic Mattrices
   4. Word trees

VI. Sentence and passage reading

A. Reading study skills
   1. Acquisition Strategies
   2. Maintenance Strategies
   3. Generalization (Transfer) Strategies
   4. Organizational Strategies

B. Memorization Strategies
   1. Simultaneous Multi-sensory/Direct Instruction of
      a) Mnemonics
      b) Imagery
      c) Loci
      d) Extrinsic elaborations of sound-symbol assignments

VII. Integration of Materials

A. Placing SMSP/DI in existing Language Arts Programs
   1. Theory
   2. Field

B. Developmental Hierarchy
   1. Word Groups
   2. Sound Cards

C. Methods for adaptation of current materials for SMSiP/DI Instruction

D. Instructional Methodology

The instructional methodology will consist of simultaneous mustisensory and direct instruction procedures

E. Evaluational Methodology

Evaluation procedures will be based upon criterion measures with the following undergraduate and graduate weighting scales:

Scripted lesson delivery	
Encoding individual words	25%
Decoding individual words	25
Written Test (concepts of dyslexia)	10
Word Groups Presentations	10
Semantic Mapping Presentations	10
Chapter or Unit Adaptation	
Written plans	10
Teaching performance	10

In addition to the above requirements, graduate students will be expected to write a research paper of a practical "application" nature for presentation in class.

F. Bibliography (complete documentation)

Carnine, D. & Silbert, J. (1979). *Direct instruction reading*. Columbus, OH: Charles E. Merrill Publishing Company.

Chall, J. S. (1983). *Stages of reading development*. New York: Mc Graw-Hill.

Engelmann, S. & Carnine, D. (1982). *Theory of instruction: Principles and applications*. New York: Irvington.

Gersten, R. & Keating, T. (1987, March). Long-term benefits from direct instruction. *Educational Leadership, 44*, 28-31.

Gurren, L. & Hughes, A. (1965). Intensive phonics vs. gradual phonics in beginning reading: A review. *Journal of Education Research, 58*, 339-346.

Liberman, I. Y. & Shankweiler, D. (1985). Phonology and the problems of learning to read and write. *Remedial and Special Education, 6*, 8-17.

Meyer, L. (1984). Long-term benefits of direct instruction: Project follow through. *The Elementary School Journal, 84*, 381-394.

Read, C. (1988). Adults who read like children: The psycholinguistic bases. (Submitted)

Tarver, S. G. (1986). Cognitive behavior modification, direct instruction and holistic approaches to the education of students with learning disabilities. *Journal of Learning Disabilities, 19*, 368-375.

United States Department of Education. (1985). *What works: Research about teaching and learning*. Washington DC: Office of Education.

G. Indicate whether sources are available in UW-O Library -- if not, specify where they are available.

All of the above articles and books are available in the Project Success collection.